## INTERNATIONAL AFTER-SCHOOL PROGRAM



# **Program Quality Assessment Tool**

Submitted to the MICHGAN DEPARTMENT OF EDUCATION Office of School Improvement 2005



## Environment / Climate

A quality program provides a safe, healthy and nurturing environment for all participants.

#### **Quality Indicator**

#### A quality program:

- 1. \*Provides a stimulating, welcoming and supportive environment for young people.
- 2. \*Uses program space that is safe and clean.
- Has program space that is appropriately equipped and suitable for activities being conducted.
- \*Develops, implements and shares approved safety plans and procedures with staff and families.
- 5. \*Provides adequate security for program.
- \*Develops and manages effective arrival and dismissal procedures and plans for safe travel home.
- 7. \*Provides healthy and nutritious snacks and/or supper.
- 8. \*Is aware of, records and informs staff of special health needs of participants.
- 9. Conducts all required fire/safety drills.
- Has a culture that allows participants to take initiative and explore their interests.
- 11. Establishes, maintains and communicates code of conduct to participants, staff and their families.
- 12. Applies rewards and consequences for participant behavior appropriately and consistently.

| Level Improve  Right This Nex Now Year Year |          |
|---|----------|
|   |          |
| 1 2 3 4 Now Year Year                       |          |
|   | t        |
|   |          |
|   |          |
|   |          |
|   |          |
|   |          |
|   | $\dashv$ |
|   |          |
|   | $\neg$   |
|   | $\dashv$ |
|   | - 1      |
|   | _        |
| <del> </del>                                | _        |
|   |          |
|   | ٦        |
|   | $\dashv$ |
|   |          |
|   | ┥        |
|   |          |
|   | $\dashv$ |
|   |          |

#### **Action Plan**

<sup>\*</sup>Denotes items to be assessed prior to program start-up.



## Administration / Organization

A quality program has well-developed systems and sound fiscal management to support and enhance worthwhile programming and activities for all participants.

#### Quality Indicator

#### A quality program:

- 1. \*Establishes clear attendance and participation expectations.
- 2. Has a system for the collection and monitoring of participant attendance data.
- 3. \*Maintains all required documents (e.g. health certificate, security clearance, insurance, etc.) where applicable.
- \*Creates and uses an employee handbook that clarifies internal policies and procedures.
- \*Has complete and current enrollment/registration documents for all participants.
- 6. Maintains accurate and accessible medical records on participants.
- 7. \*Has a clear salary structure for program staff.
- 8. \*Has well-defined methods of communication between school and community-based organization.
- Has approved budget; reviews and adjusts budget periodically.
- 10. Establishes and maintains a centralized database that is regularly updated and usable by staff,
- 11. Completes all required reports and submits them in a timely manner.
- 12. Ensures that supplies are organized, maintained, and accessible.
- 13. Records and tracks expenses.
- 14. Complies with government mandates.

Date of last licensing if applicable: \_

- 15. Maintains current and accurate activity schedule with room assignments.
- 16. \*Develops, reviews and updates plan for family involvement.
- 17. Negotiates optimal use of school, CBO, and community resources to best meet the needs of participants and their families.
- 18. \*Documents where participants are during program hours.

| Pe  | rfor<br>Le | mane<br>vel | ce · |   | Plan To<br>Improve |              |              |  |
|-----|------------|-------------|------|---|--------------------|--------------|--------------|--|
| 1   | 2          | 3           | 4    |   | Right<br>Now       | This<br>Year | Next<br>Year |  |
|     |            | ļ           |      |   |                    |              | <u> </u>     |  |
|     |            | ļ           |      | - |                    |              |              |  |
|     |            | -           |      | - |                    |              | _            |  |
|     |            |             |      |   |                    |              |              |  |
|     |            |             |      | _ |                    |              |              |  |
|     |            |             |      |   |                    |              |              |  |
|     |            |             |      |   |                    |              | -            |  |
|     |            |             |      |   |                    |              |              |  |
|     |            |             |      |   |                    |              |              |  |
|     |            |             |      |   |                    |              |              |  |
|     |            |             |      |   |                    |              |              |  |
| -   |            |             |      |   |                    |              |              |  |
|     |            |             |      |   |                    |              |              |  |
|     |            |             |      |   | ]                  |              |              |  |
|     |            |             |      |   |                    |              |              |  |
| L l |            |             |      |   |                    |              |              |  |

Action Plan



## Relationships

A quality program develops, nurtures and maintains positive relationships and interactions among staff, participants, families and communities.

#### **Quality Indicator**

#### A quality program:

- 1. \*Has staff who respect and communicate with one another and are role models of positive adult relationships.
- 2. \*Interacts with families in a comfortable, respectful, welcoming way.
- 3. \*Treats participants with respect and listens to what they say.
- 4. Teaches participants to interact with one another in positive ways.
- Teaches participants to make responsible choices and encourages positive outcomes.
- 6. Is sensitive to the culture and language of participants.
- 7. Establishes meaningful community collaborations.
- 8. Has scheduled meetings with its major stakeholders.
- 9. Encourages former participants to contribute as volunteers or staff.

| P |   | manc<br>vel | e |              | Plan To<br>Improve |              |
|---|---|-------------|---|--------------|--------------------|--------------|
| 1 | 2 | 3           | 4 | Right<br>Now | This<br>Year       | Next<br>Year |
|   |   |             |   |              |                    |              |
|   |   |             |   |              |                    |              |
|   |   |             |   |              |                    |              |
|   |   |             |   |              |                    |              |
|   |   |             |   |              |                    |              |

#### **Action Plan**

<sup>\*</sup>Denotes items to be assessed prior to program start-up.





## Staffing / Professional Development

A quality program recruits, hires and trains diverse staff members who value each participant, understand their developmental needs, and work closely with families, school partners, and co-workers.

#### **Quality Indicator**

#### A quality program:

- 1. \*Has a program director who is committed to his/her own professional development and attends and participates in training.
- \*Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
- 3. Treats staff as professionals and provides opportunities for advancement.
- 4. \*Ensures staff has competence in core academic areas, where appropriate.
- 5. Provides ongoing staff development in order to engage and retain staff.
- 6. \*Maintains staff-to-participant ratio as per state regulations when applicable.
- 7. \*Provides positive working conditions for staff and appropriate supervision, support, and feedback.
- 8. Assesses professional development needs of staff and provides appropriate training.
- 9. Has program director and staff who comply with state training regulations where applicable.
- 10. Trains staff to plan suitable activities that correspond to the developmental needs of participants.
- 11. Has regular staff meetings.
- 12. Works with staff to achieve credentialing and accreditation where available.

| Pe | erfor:<br>Lev | nanc<br>rel | е | Plan To<br>Improve |              |              |  |
|----|---------------|-------------|---|--------------------|--------------|--------------|--|
| 1  | 2             | 3           | 4 | Right<br>Now       | This<br>Year | Next<br>Year |  |
|    |               |             |   |                    |              |              |  |
|    |               |             |   |                    |              |              |  |
|    |               |             |   |                    |              |              |  |
|    |               |             |   |                    |              |              |  |
|    |               |             |   | ,                  |              |              |  |
|    |               |             |   | <u>.</u>           |              |              |  |
|    |               |             |   | ï                  |              |              |  |
|    |               |             |   |                    |              |              |  |
|    |               |             |   |                    |              |              |  |
|    |               |             |   |                    |              |              |  |
|    |               |             |   | · · · · · ·        |              |              |  |

#### Action Plan

<sup>\*</sup>Denotes items to be assessed prior to program start-up.



## Programming / Activities

A quality program provides a well-rounded variety of activities and opportunities that support the physical, social and cognitive growth and development of all participants.

#### **Quality Indicator**

#### A quality program:

- 1. \*Provides activities that reflect the mission of the program.
- 2. Addresses academic, physical, social and emotional needs of the participants.
- \*Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
- \*Offers project-based, experiential activities that promote creativity and development of participant self-expression.
- \*Offers high quality academic support, including tutoring and/or homework help.
- 6. \*Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health.
- \*Includes activities that take into account the language and culture of the participants.
- 8. \*Establishes and follows a schedule that is known to all staff, participants, and their families.
- Provides a range of opportunities in which participants' work can be showcased.
- 10. Integrates opportunities for the development of personal responsibility, self-direction and leadership throughout the program.

|   |    | ce    |   | Plan To<br>Improve |                   |                                   |  |  |  |
|---|----|-------|---|--------------------|-------------------|-----------------------------------|--|--|--|
| 2 | 3  | 4     |   | Right<br>Now       | This<br>Year      | Next<br>Year                      |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   |    |       | Ħ |                    |                   |                                   |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   |    |       | Н |                    |                   |                                   |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   |    |       | - |                    |                   |                                   |  |  |  |
| _ |    |       |   |                    |                   |                                   |  |  |  |
|   |    | !     |   | ·                  |                   |                                   |  |  |  |
|   |    |       |   |                    |                   |                                   |  |  |  |
|   | Le | Level |   | Level              | Level I Right Now | Level Improve Right This Now Year |  |  |  |

**Action Plan** 

<sup>\*</sup>Denotes items to be assessed prior to program start up



## Linkages Between Day and After-School

A quality program has its staff work closely with school staff to ensure that after-school academic components and activities are aligned with and enrich school standards and curricula.

#### **Quality Indicator**

#### A quality program:

- \*Secures commitment of resources (e.g., classroom space, bulletin boards, storage space, computer facilities, site coordinator's office) from school principal, when possible.
- 2. Maintains communication with school principal and administration.
- 3. Establishes strong links to the school day.
- 4. Incorporates programming that integrates and complements school day activities.
- Collaborates regularly with school-day personnel regarding use of facilities and resources.
- Supports state and local performance standards and benchmarks.
- Communicates with school-day staff to monitor academic and behavioral progress of students.
- 8. Allocates sufficient program time for homework and homework help.
- 9. Is represented on the school's curriculum planning committee.

| orma | nce L | evel    |       |              |              |                    |
|------|-------|---------|-------|--------------|--------------|--------------------|
| 2    | 3     | 4       |       | Right<br>Now | This<br>Year | Next<br>Year       |
|      |       |         |       |              |              |                    |
|      |       |         |       |              |              |                    |
|      |       |         |       |              | -            |                    |
|      |       |         |       | · -          |              |                    |
|      |       |         |       |              |              |                    |
|      |       |         |       | ·            |              |                    |
|      |       | •       |       |              |              |                    |
|      |       | <u></u> | 2 3 4 |              | I Right      | Improve Right This |

**Action Plan** 

<sup>\*</sup>Denotes items to be assessed prior to program start-up



## Youth Participation / Engagement

A quality program provides opportunities for youth to participate in planning, to exercise choice and to engage in a rich variety of offerings.

#### Quality Indicator

#### A quality program:

- \*Provides participants with a variety of engagement strategies.
- Has participants who take ownership of program selection and development.
- Enables participants to develop life skills, resiliency, and self-esteem via activities.
- Affords participants opportunities to express their ideas, concerns and opinions.
- Enables participants to explore resources and issues in their community through projects and activities.
- 6. Promotes consistent and active participation.
- 7. Promotes teamwork and respect for others.
- 8. Involves participants in the development of disciplinary practices.
- 9. Encourages participants to recruit others into the program.

| J    | Perfor<br>Le | mano<br>vel | e        |   | Plan To<br>Improve                             |              |              |  |  |
|------|--------------|-------------|----------|---|--|--------------|--------------|--|--|
| 1    | 2            | 3           | 4        |   | Right<br>Now                                   | This<br>Year | Next<br>Year |  |  |
|      |              |             |          |   |  |              |              |  |  |
| ···· |              |             |          | _ | · ,  |              | :            |  |  |
|      |              |             |          |   | <u>.                                      </u> |              |              |  |  |
| • •  |              |             | <b>.</b> |   |  |              |              |  |  |
|      |              |             |          |   |  |              |              |  |  |
|      |              |             |          |   | ·<br>··  |              |              |  |  |
|      |              |             |          |   |  |              |              |  |  |

Training/Technical Assistance Needed

#### **Action Plan**



## Parent / Family / Community Partnerships

A quality program establishes a strong partnership with families and communities in order to achieve program goals.

#### **Quality Indicator**

#### A quality program:

- 1. Involves families in decision making and planning.
- 2. Involves families and the community in program events.
- Communicates with families on matters concerning the well-being of the child.
- 4. Seeks opportunities to share community resources with families.
- 5. Provides opportunities for literacy and related educational experiences for the families of the participants in the program.
- Provides families with information about community resources to meet their needs.
- 7. Builds relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Coordinates staff development activities with those of school and community partners.

| P | erford<br>Le |   | e | Plan To<br>Improve |              |              |  |
|---|--------------|---|---|--------------------|--------------|--------------|--|
| 1 | 2            | 3 | 4 | Right<br>Now       | This<br>Year | Next<br>Year |  |
|   |              |   |   |                    |              |              |  |
|   |              |   |   |                    |              |              |  |
|   |              |   |   |                    | ·            | ·            |  |
|   |              |   |   | <br>· · ·          |              |              |  |
|   | <u> </u>     |   |   |                    |              | <del></del>  |  |
|   |              |   |   | •                  | _            |              |  |
|   |              |   |   | <br>               |              |              |  |
|   |              |   |   |                    |              |              |  |

#### Action Plan

<sup>\*</sup>Denotes items to be assessed prior to program start-up.



## Program Sustainability / Growth

A quality program has a coherent vision/mission and a plan for increasing capacity that supports continuing growth.

#### **Quality Indicator**

#### A quality program:

- 1. \*Has a written statement of mission and goals.
- \*Employs staff who understand and embrace the program's mission and goals.
- Involves participants, families, staff and board members in long-term decision making and planning efforts.
- 4. Develops a long-term plan for sustaining the Afterschool program.
- 5. Accesses resources within the community by seeking support from and building relationships with local businesses and institutions.
- Forges relationships with advocates for program quality and availability, such as community leaders, businesses and elected officials.
- Has an effective marketing strategy that publicizes the program and its achievements within the school and broader community.

| F |   | manc<br>vel | e |   | Plan To<br>Improve |              |              |  |
|---|---|-------------|---|---|--------------------|--------------|--------------|--|
| 1 | 2 | 3           | 4 |   | Right<br>Now       | This<br>Year | Next<br>Year |  |
|   |   |             |   | _ |                    |              |              |  |
|   |   |             |   |   |                    |              |              |  |
|   |   |             |   |   | <u></u>            | -            |              |  |
|   |   |             |   |   |                    |              |              |  |
|   | - |             |   |   |                    |              |              |  |
|   |   |             |   | - |                    |              |              |  |

Training/Technical Assistance Needed

#### **Action Plan**

<sup>\*</sup>Denotes items to be assessed prior to program start-up.



## Measuring Outcomes / Evaluation

A quality program has a system for measuring outcomes and using that information for on-going program planning, improvement and evaluation.

#### **Quality Indicator**

#### A quality program:

- 1. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
- 2. \*Develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data.
- 3. Uses objective data to measure participants' academic progress.
- 4. Identifies and shares promising practices.
- 5. Makes evaluation summaries available to the general public.
- 6. Creates an internal method for assessing program activities.
- 7. Creates an internal method for assessing staff performance.
- 8. Creates an internal method for assessing student engagement levels.
- 9. Includes feedback from stakeholders in the program evaluation.
- 10. Uses evaluation findings for continuous program improvement.

| 3 |   | manc<br>evel | е | Plan To<br>Improve |              |              |  |
|---|---|--------------|---|--------------------|--------------|--------------|--|
| 1 | 2 | 3            | 4 | Right<br>Now       | This<br>Year | Next<br>Year |  |
|   |   |              |   |                    |              |              |  |
|   |   |              |   |                    |              |              |  |
|   |   |              |   |                    |              |              |  |
| - |   |              |   |                    |              |              |  |
|   |   |              |   |                    | <del> </del> |              |  |
|   |   | _            |   |                    |              |              |  |
|   |   |              |   |                    |              |              |  |
|   |   |              |   |                    |              |              |  |
|   |   |              |   | <del></del> .      |              |              |  |
|   |   |              |   |                    |              |              |  |

#### Action Plan

<sup>\*</sup>Denotes items to be assessed prior to program start-up.